

Sedgefield Intermediate

225 Garwood Drive
Goose Creek, SC 29445

Grades	3-5 Elementary School	
Enrollment	559 Students	
Principal	Susan K. Best	843-820-4090
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Kathleen Bounds	843-761-5437

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	21	66	18	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 25 out of 27 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	No

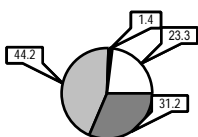
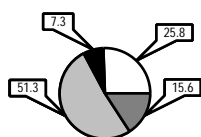
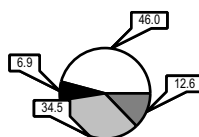
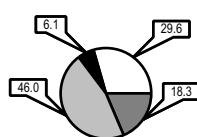
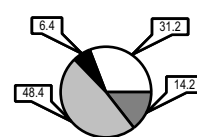
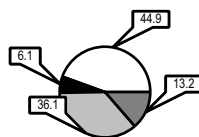
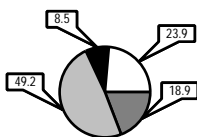
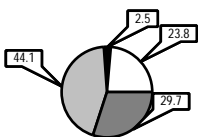
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	577	99.3	22.7	44.0	31.1	2.2	44.4	Yes	Yes
Gender									
Male	313	99.0	28.4	41.7	28.4	1.4	39.9		
Female	264	99.6	15.9	46.8	34.3	3.0	49.8		
Racial/Ethnic Group									
White	231	98.7	16.1	42.7	37.9	3.3	51.2	Yes	Yes
African American	262	99.6	30.2	46.8	21.7	1.3	34.0	Yes	Yes
Asian/Pacific Islander	26	100.0	0.0	33.3	66.7	0.0	83.3	I/S	I/S
Hispanic	58	100.0	26.8	41.5	29.3	2.4	46.3	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	481	99.6	15.0	48.1	35.2	1.7	50.0		
Disabled	96	97.9	58.2	25.3	12.1	4.4	18.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	577	99.3	22.7	44.0	31.1	2.2	44.4		
English Proficiency									
Limited English Proficient	48	100.0	32.4	50.0	14.7	2.9	32.4	I/S	Yes
Non-Limited English Proficient	529	99.2	22.0	43.6	32.3	2.1	45.3		
Socio-Economic Status									
Subsidized meals	411	99.0	25.3	45.5	27.8	1.4	40.4	Yes	Yes
Full-pay meals	166	100.0	16.8	40.6	38.7	3.9	53.5		

Mathematics – State Performance Objective = 36.7%									
All Students	577	99.8	25.5	50.9	15.6	8.0	39.4	Yes	Yes
Gender									
Male	313	99.7	24.7	50.9	14.7	9.7	39.4		
Female	264	100.0	26.5	50.9	16.7	6.0	39.3		
Racial/Ethnic Group									
White	231	100.0	15.0	51.2	21.6	12.2	54.0	Yes	Yes
African American	262	99.6	37.4	49.8	9.4	3.4	21.7	Yes	Yes
Asian/Pacific Islander	26	100.0	8.3	45.8	25.0	20.8	70.8	I/S	I/S
Hispanic	58	100.0	22.0	58.5	14.6	4.9	46.3	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	481	100.0	20.1	53.3	18.0	8.5	44.3		
Disabled	96	99.0	50.5	39.6	4.4	5.5	16.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	577	99.8	25.5	50.9	15.6	8.0	39.4		
English Proficiency									
Limited English Proficient	48	100.0	32.4	50.0	11.8	5.9	26.5	I/S	Yes
Non-Limited English Proficient	529	99.8	25.1	50.9	15.9	8.1	40.3		
Socio-Economic Status									
Subsidized meals	411	99.8	30.2	51.7	12.0	6.1	34.4	Yes	Yes
Full-pay meals	166	100.0	14.8	49.0	23.9	12.3	51.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	577	100.0	45.5	34.0	12.6	7.8	20.4
Gender							
Male	313	100.0	46.4	31.8	12.9	8.9	21.8
Female	264	100.0	44.4	36.8	12.4	6.4	18.8
Racial/Ethnic Group							
White	231	100.0	33.3	36.6	15.5	14.6	30.0
African American	262	100.0	59.3	31.8	8.5	0.4	8.9
Asian/Pacific Islander	26	100.0	20.8	25.0	29.2	25.0	54.2
Hispanic	58	100.0	43.9	39.0	12.2	4.9	17.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	481	100.0	39.1	37.9	14.7	8.3	23.0
Disabled	96	100.0	75.0	16.3	3.3	5.4	8.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	577	100.0	45.5	34.0	12.6	7.8	20.4
English Proficiency							
Limited English Proficient	48	100.0	55.9	32.4	5.9	5.9	11.8
Non-Limited English Proficient	529	100.0	44.8	34.2	13.1	7.9	21.0
Socio-Economic Status							
Subsidized meals	411	100.0	51.0	34.3	9.7	5.0	14.8
Full-pay meals	166	100.0	32.9	33.5	19.4	14.2	33.5

Social Studies							
All Students	577	100.0	29.4	45.5	18.3	6.8	25.1
Gender							
Male	313	100.0	27.5	45.7	18.6	8.2	26.8
Female	264	100.0	31.6	45.3	17.9	5.1	23.1
Racial/Ethnic Group							
White	231	100.0	24.9	39.9	25.8	9.4	35.2
African American	262	100.0	36.4	51.3	10.6	1.7	12.3
Asian/Pacific Islander	26	100.0	0.0	54.2	25.0	20.8	45.8
Hispanic	58	100.0	29.3	36.6	19.5	14.6	34.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	481	100.0	24.6	47.6	20.4	7.3	27.7
Disabled	96	100.0	51.1	35.9	8.7	4.3	13.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	577	100.0	29.4	45.5	18.3	6.8	25.1
English Proficiency							
Limited English Proficient	48	100.0	32.4	41.2	20.6	5.9	26.5
Non-Limited English Proficient	529	100.0	29.2	45.8	18.1	6.9	25.0
Socio-Economic Status							
Subsidized meals	411	100.0	32.3	46.0	16.2	5.6	21.7
Full-pay meals	166	100.0	22.6	44.5	23.2	9.7	32.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	164	100.0	17.4	41.9	37.4	3.2	40.6
	4	196	99.5	17.8	48.6	32.4	1.1	33.5
	5	213	100.0	36.1	48.6	14.9	0.5	15.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	198	99.0	14.5	35.3	46.2	4.0	50.3
	4	166	100.0	26.6	49.0	24.5	0.0	24.5
	5	213	99.1	27.7	49.5	22.9	0.0	22.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	164	100.0	25.2	63.9	10.3	0.6	11.0
	4	196	100.0	22.6	46.8	23.7	7.0	30.6
	5	213	100.0	34.6	44.2	15.4	5.8	21.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	198	99.5	19.0	63.8	12.6	4.6	17.2
	4	166	100.0	25.9	47.6	18.9	7.7	26.6
	5	213	100.0	31.7	42.9	15.9	9.5	25.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	198	100.0	37.7	40.0	14.9	7.4	22.3
	4	166	100.0	55.9	32.9	9.8	1.4	11.2
	5	213	100.0	46.0	30.7	12.7	10.6	23.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	198	100.0	20.0	46.3	23.4	10.3	33.7
	4	166	100.0	23.8	57.3	16.1	2.8	18.9
	5	213	100.0	42.9	37.0	15.3	4.8	20.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 559)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	4.0%	Up from 3.9%	3.6%	3.0%
Attendance rate	96.8%	Down from 97.1%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.5%	Down from 3.4%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.0%	Down from 3.5%	3.5%	3.2%
Eligible for gifted and talented	5.7%	Down from 6.4%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.0%	Up from 11.0%	9.4%	8.2%
Older than usual for grade	2.1%	Down from 2.2%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	59.5%	Up from 57.1%	50.0%	52.6%
Continuing contract teachers	78.4%	Down from 88.6%	83.6%	83.3%
Highly qualified teachers	94.3%	Up from 93.8%	94.5%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	72.5%	Down from 74.6%	87.1%	87.0%
Teacher attendance rate	93.6%	Down from 95.0%	94.8%	95.0%
Average teacher salary	\$41,607	Up 1.6%	\$41,195	\$41,703
Prof. development days/teacher	15.5 days	Up from 14.8 days	13.2 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Down from 24.0 to 1	18.4 to 1	18.8 to 1
Prime instructional time	89.4%	Down from 91.0%	89.1%	89.8%
Dollars spent per pupil*	\$6,108	Up 20.6%	\$6,083	\$6,242
Percent of expenditures for teacher salaries*	55.3%	Down from 59.6%	64.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	94.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sedgefield Intermediate School, home to a diverse population of approximately 600 third, fourth, and fifth grade students, provides a safe, caring learning environment. Our theme for last year, "Building a Tradition of Excellence", focused on providing our students with challenging learning activities that promoted thinking and problem solving, opportunities for artistic expression, technology exploration, and involvement in service learning projects. Our dedicated staff works tirelessly to help students achieve academically and socially.

Students became more proficient in South Carolina Curriculum Standards and demonstrated gains on PACT. We were recognized for meeting the rigorous criteria for Adequate Yearly Progress. As a recipient of a 21st Century Learning Community Grant, forty-five of our students participated in an after-school tutoring and enrichment program. At each grade level a class of identified gifted and academically high achieving students was formed. Students in fourth and fifth grades were selected for after-school writing and math clubs. A Berkeley County Mental Health Counselor assisted our school on a full-time basis. From grant funding, we secured the services of a part-time counselor who facilitated anger management and conflict resolution programs. A full-time translator worked with our ESOL and regular classroom teachers to provide additional services to Hispanic students and parents. As a School of Promise, SFI was highlighted on local television. This provided an opportunity to showcase our school and to solicit community support. Our request for mentors was heard and we began partnerships in the spring with military and civil service from the NWS. Initiatives also designed to enhance achievement included a computer lab fully equipped with current computers, scanners, an LCD projector, digital cameras, and laser disc players. Three computers per room and a second computer lab are available for teachers and their students to use independently. The music room is equipped with a Yamaha "Music in Education" lab to provide keyboard instruction. A video production lab was used to produce a daily news program.

Several school-wide programs enriched our students' education. Accelerated Reader motivated students to increase their reading time. "Give SFI FIVE" emphasized improving test taking skills. Core Essentials fostered character education and service learning. Academics and citizenship were enhanced through a monthly Dolphin Dollars incentive program. TRACE provided third grade students, teachers and some parents with artistic and cultural experiences. Our school also participated in Special Olympics and USAF Earth Day educational celebration. Student Council sponsored several service learning projects. Dolphin Company performed throughout the year.

Individuals were recognized for outstanding achievements. Students participated in All County Chorus and two were selected for All State. Currently, two teachers have received the prestigious National Board Certification. Five teachers were awarded grants. We work in partnership with parents and the community to help our children develop a love of learning and an appreciation of themselves and others.

Susan K. Best, Principal

Brenda Howell, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	189	117
Percent satisfied with learning environment	100.0%	88.1%	84.7%
Percent satisfied with social and physical environment	100.0%	84.3%	83.0%
Percent satisfied with school-home relations	80.0%	89.0%	68.5%

*Only students at the highest elementary school grade level at this school and their parents were included.